

Workshop Trial Run and Suggestions	Kept	Changed
<p><b>Trial One</b></p> <p style="text-align: center;"><b>Positive</b></p> <p>It was nice to learn how to insert images and tables (I've played with the graphing part a lot before but never with image)</p> <p>The examples were funny and relevant. The presentation was well-structured. I liked how there was someone to work 1-on-1 with us</p> <p>This was a good presentation. I like how you did an opener on sharing an opener on how Desmos worked. I like how you walked us through the tutorials on how to insert functions, line segments, and even pictures. I could see how this can make various math concepts fun and interactive.</p> <p style="text-align: center;"><b>Constructive</b></p> <p>It might have been better to have a bit more time just to mess around with various things- it seemed at times like you might have been trying to cram a bit much into a 45 minute session.</p> <p>Less time spent on irrelevant features (like saving or options/tools) More applications for classroom teaching</p> <p>I would suggest not spending too much time on the intro to basic functions and just jump into showing us how to insert values/functions. We will learn this as we go through the various tutorials you create through the presentation. Providing your tutorials on the website will also be useful so we can try this at home when we are planning lessons. I would also suggest having the group members more interactive and talking. It is good to let students participate. This could be questions to draw out knowledge, etc.</p>	<p>We kept the opening to our presentation on how to sign-up and how to share documents</p> <p>Kept the examples involving inserting images</p>	<p>Removed the 10 minutes in the middle of our presentation that consisted of us showing examples and simple commands such as inserting functions, etc. It was too long and most things were covered through the activity anyway.</p> <p>Moved right to the activities portion so that they had more time to play around with it and it allowed for more discovery-based learning.</p> <p>Changed "Activity One" to a simpler exercise. Kept the main idea but found simpler version more beneficial to learning objectives</p>
<p><b>Trial Two</b></p> <p style="text-align: center;"><b>Positive</b></p> <p>The last activity is one that I would definitely use for a functions</p>	<p>The last portion of showing additional resources and further investigation they can</p>	<p>Fixed website typos</p>

<p>class (the Ferris wheel)</p> <p>The resource itself was great - really cool, it's one of the things I would actually consider using in my lessons. The way you guys walked us through three activities making us learn it on our own</p> <p>The demonstration with the pirate and the island. It was really interesting to see how you could use Desmos as more than a simple graphing calculator.</p> <p>I really liked how you showed a variety of things you can do with Desmos; like how you could do a fun activity with the cannonball or graph the tangent line of a complex function.</p> <p style="text-align: center;"><b>Constructive</b></p> <p>Maybe get up and walk around more during the presentation and have fewer activities and spend longer on them.</p> <p>I think i saw a few typos on the website (I'm pretty sure perpendicular was spelt wrong), so give it a look over. I honestly can't really think of anything else to write here, you guys killed it</p> <p>There are no really suggestions that I can think of. Maybe use the Desmos carnival as an activity in your workshop because it was a great visual of creating for modelling a quadratic function. Double check the website, on activity 3 you say the point of a tangent is <math>(a, f(b))</math>, when it should be <math>(a, f(a))</math>. But otherwise I think it was great as is</p>	<p>do within Desmos (i.e. Ferris Wheel)</p> <p>Pirate ship example of inserting pictures (creating application questions)</p> <p>We kept the example showing applications to calculus and tangent lines</p> <p>We felt it was better to stay seated rather than walk around. We positioned ourselves so there was a workshop learner on either side so everyone had a guide.</p>	<p>Be sure to save time for "Desmos Carnival" example in next workshop run through. We did not make it one of our core activities though as we felt it was better as supplementary material to show the depth of the Desmos program.</p> <p>We included our pre-made examples for each Activity so that the groups could check their Desmos activities with ours.</p>
<p><b>Trial Three</b></p> <p style="text-align: center;"><b>Positive</b></p> <p>Very informative workshop. Desmos is a very useful tool. The workshop was well organized. The activities were interesting. The website is well done and will be useful to us in the future as a reference.</p> <p>Well done Desmos Team 1. I like all your activities. They are useful and very interactive. Your instructions are easy to follow and fun to do. I like the inserting images in all your activities and included them with the graphing. This made it fun and allow</p>	<p>Basic structure of workshop and activities stayed the same.</p>	<p>Included the images needed to download for "Activity 2" on the website so that they are easily accessible for everyone</p>

<p>students to personalize the activities</p> <p>Very well organized presentation. I really like the idea of using images in Desmos.</p> <p>Good activities that express the basics, the group clearly understands more than the basics of the program as they were able to adjust to the extended questioning (defining a piecewise function) during the presentation</p> <p><b>Constructive</b></p> <p>To improve I would include images for download on the website so that you don't have students searching stupid stuff.</p>		
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